Standard V Program Re-approval Template

Submit completed form to your liaison by June 1, 2009.

Institution Walla Walla University

Date January 29, 2009

Dean/Director Julian Melgosa   Signature

PEAB Chair Julian Melgosa   Signature

What would be the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals?

Criteria - *Teacher candidates positively impact student learning that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*	Student-Based Evidence *Students demonstrate engagement in effective learning opportunities.*
A. **Content driven.** All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.	This criterion will be met by elementary teacher candidates through formal lesson plans that are all based on learning targets derived from the GLEs. This criterion will be met by secondary teacher candidates through the study of the relationship of reading and writing in the course EDUC 475 Teaching Reading Skills in the content areas. They also will complete many assignments in the EDUC 365 Instructional Methodology course. In both courses they will have to use the	Students see learning targets on board or on overhead transparency before lesson and hear their teacher candidate refer to them often throughout lesson. Students participate and produce work, for teacher candidates during their EDUC476 Student Teaching Orientation and EDUC480/ 481 Student Teaching in Elementary/Secondary School, that provides evidence of written/oral content learning. This will also be done in the

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	document camera as well as clips from the internet and Power Point.	fieldwork and lab experiences.
B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.	Teacher candidates explicitly write formal and informal lesson plans that have learning targets along with how students will meet them. EALRs will continue to be aligned with the class projects and content. Rubrics will be developed to find out whether targets are attained.	Students will have rubrics, checklists, and/or models to follow.
C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.	Teacher candidates' written plans integrate reading, writing, communication with math, science, social studies, and/or arts and physical movement. Elementary teacher candidates will be using the book *Math & Science* and will use a journal to record investigations using drawing, and scientific investigation data for conclusions.	Students of all levels say, in their own words, what they are learning and how to learn it. **Positive Impact on Student Learning – PISL** *Lesson Outcomes, Course work & Assignments* Can the student explain: 1. What the teacher is trying to teach them 2.How they are going to get there 3.If they get lost, where do they go 4.How are they going to be measured

What would be the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching?

Criteria - *Teacher candidates positively impact student learning that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*	Student-Based Evidence *Students demonstrate engagement in effective learning opportunities.*
A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.	Teacher candidates select multiple assessments to measure progress toward learning targets. Formative assessments are done throughout the unit to inform daily lesson planning. The assessment course (required of all teacher candidates) includes classroom activities and assignments where formative, summative, and self-assessment strategies are learned and applied. All elementary teacher candidates create assessment tools for fieldwork, for assignments, and for units. They use self-assessments for weekly labs; they use summative assessments for classes they teach along with input from formative assessments which they share with their host teacher.	Students do self-assessment for individual and group work so they can review their own performance and so teacher candidate can vary instruction as needed before the end of unit assessment, which is communicated to students at the beginning of the unit with assessment rubrics, checklists, models, etc. Students develop products and complete assessments regularly. These are systematically analyzed and consist of multiple approaches.
B. Intentionally planned. All students benefit from standards-based planning that is personalized.	Teacher candidates personalize instruction so that each student can be thoughtfully and intentionally grouped in teacher-chosen heterogeneous groups or changing homogeneous reading groups	Students understand the purpose of the lesson and are able to explain/verbalize how they will be assessed at the beginning of the unit, as the teacher candidate shows them how the learning targets and

	that move all below-standard students toward standard.	assessments are connected.
C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.	Teacher candidates write plans based on classroom needs, state standards, and research-based strategies. Teacher candidates practice these meta- and micro-strategies in their own learning so that they fully understand their power to help students.	Elementary school students can use learning strategies such as Question Answer Relationship (QAR), Language Experience Approach (LEA), Survey-Question-Read-Recite-Review (SQ3R), Directed Reading-Thinking Activity (DR-TA), Reciprocal teaching, etc., and can choose which ones serve them best.
	Teacher candidates choose their own grade level and subject matter for units, projects and papers.	Students choose own subject matter, sometimes choose configuration for projects, commensurate with ability and interest.
	Teacher candidates are taught and will continue to be taught theory and application that is specifically geared toward the use of various research-based instructional strategies for various linguistic and cultural backgrounds. This is especially accomplished in the labs.	Students will be granted extra learning time as necessary on an individual basis – will be focused on practicing tolerance and helpfulness to fellow students, ie., role playing, scenarios, etc.
D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.	Teacher candidates use technology in their lesson planning—particularly the document camera, Internet, and DVDs.

Teacher candidates are required to present lessons that contain PowerPoint, AV, and manipulative components. | Students themselves use the document camera to show their own group or individual work to the class. Students use Internet resources frequently in researching and writing, ie., PowerPoint, excel, word, etc.

Students are given assignments which utilize technology, ie., give presentations to peers. |

What would be the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts?

Criteria - *Evidence of teacher candidate practice reflect planning, instruction, and communication that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*	Student-Based Evidence *Students demonstrate engagement in effective learning opportunities.*
A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.	Teacher candidates become acquainted with the characteristics and needs of the learners throughout psychology courses in a general way. In a more specific manner, they get familiar with these characteristics and needs during their student-teaching orientation so that they can plan for cultural variables to personalize plans. All teacher candidates participate in labs that engage them in teaching strategies that are targeted at a variety of learners and learning styles. Student teaching and class assignments contain experiences that are learner centered.	Students show increasing understanding of diverse ways of speaking, thinking, eating, dressing, and behaving. Class assignments and activities done in labs and fieldwork facilitate the engagement of all students.
B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.	Interaction skills are taught and learned in several psychology requirements Teacher candidates modify plans according to assessment input, as well as input from host teacher, parents, and university supervisors.	Students work co-operatively in teacher-chosen heterogeneous groups with clearly understood tasks and outcomes. Service to community, service to each other, field trips.

C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.	Teacher candidates write plans for keeping open two-way communication with families.	Students take responsibility for delivering letters from teacher candidate to home, as well as involving family members in specific lesson-plan take-home assignments where someone needs to initial an accountability assessment.
	Guests from the community are being invited and will continue to share their expertise. This will teach teacher candidates to maximize the use of community resources in their own classrooms.	When programs/events are organized for the purpose of inviting families/communities, students can be given a part or responsibility so they get training and families/friends have the opportunity to observe and get to know them.
D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.	Teacher candidates keep all four state learning goals in mind, including the new and very important emphasis on sustainability. They are often involved in lesson planning, puppet-play script writing and letter-writing for students in other areas of the world. All teacher candidates go and will continue to go through the experience of Service Day and many through student missions. These provide a solid foundation to do the same at the communities where they will be serving. In addition, there is a clear focus on environmental issues in the EDUC 383 C&I – Science course.	Students show increasing capability of being responsible classroom fellow citizens. Work produced by students in social studies, geography lessons, and community services.

What would be the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession?

Criteria - *Teacher candidates positively impact student learning that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*
A. **Informed by professional responsibilities and policies.** All students benefit from a collegial and professional school setting.	Teacher candidates are introduced to neighborhood school administrators, teachers, and paraprofessionals in their own schools and as invitees to the university classrooms. Handbook requirements for pre-service observation (EDUC 476 Student Teacher Orientation) prior to Student Teaching.
B. **Enhanced by a reflective, collaborative, professional growth-centered practice.** All students benefit from the professional growth of their teachers.	Teacher candidates reflect in writing on every classroom experience, whether lab, observation, or student teaching, thereby demonstrating that they understand the continuing responsibilities of professional growth by developing a professional growth plan for future educational developments at the end of their student teaching experience. New teachers continue in professional study.
C. **Informed by legal and ethical responsibilities.** All students benefit from a safe and respectful learning environment.	In addition to taking the Legal and Ethical Aspects of Education requirement, teacher candidates are specifically directed to respond in writing to prompts about the Washington State Code of Professional Conduct, thereby demonstrating their intention to abide by its tenets. In addition, teacher candidates take a colloquium in issues of abuse and neglect and are specifically reminded of the mandate to keep children safe by reporting

	violations. The criteria are also integrated throughout other classes and the Family Educational Rights and Privacy Act (FERPA) documentation that is presented.

1. **In a narrative of 7-10 pages, describe how your program has changed to meet the requirements of Standard V in the following areas:**

   - **Course content**
   - **Field experiences**
   - **P-12 district/school partnerships**
   - **Faculty development**

Course Content

Our teacher education program is changing in several ways to meet new Standard V requirements. First, in our course content, all our elementary education candidates have modeled for them the power of thematic instruction. These themes permit integration of science, math, health and physical education, reading/language arts, history, geography, study skills, art, and music. Opening class worship/focus object lessons are planned around conceptual themes, as are planned yearly field trips to one-room elementary schools in Idaho, Washington, and Alaska. Candidates prepare themed reading/listening centers, as well as other multidisciplinary centers, for the students in these one-room schools; donate fact-based books on the theme; create Author's Chairs that promote the theme while stimulating student interest in writing and reading; and practice applied multi-tasking.

To prepare candidates to teach social studies, we are utilizing CBAs from the Office of the Superintendent of Public Instruction site from the time before they were mandatory for all public schools in the State of Washington. These beautifully crafted themed units are exemplars for the candidates of the substantive unit lessons that they themselves must write to demonstrate their original and critical planning to make a positive impact on student learning.

Most course syllabi (with plans to facilitate the use of WACs for ALL education course syllabi, once contract instructors and professors are oriented on the utility of this approach) now utilize the Washington Administrative Codes (WACs), with multiple minimum outcomes assessments for each. Candidates analyze the correspondence between these and their own use of GLEs/EALRs in planning lessons for students, where they must choose from a minimum of two content areas in setting learning targets for their students.

For our curriculum and instruction classes in reading/language arts, candidates analyze the Washington State K-12 Reading Model to understand the concept of three-tier instruction to build phonemic awareness, phonics, comprehension, vocabulary, and fluency in student readers. They understand how the K-12 Reading Model delineates assessment in terms of screening, diagnoses, progress monitoring, and outcomes. They practice these assessments in class and sometimes in field experiences using materials from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and informal reading inventories.

In these same curriculum and instruction classes, as well as others in the teacher certification phase, candidates receive daily "agendas" that are the instructor's lesson plans, each with a clearly outlined, 4-step "Positive Impact on Student Learning" section highlighted in some brilliant color and accented with a photo or other clip art that carries connotations for the quarterly theme. This PosISL (pronounced "poz-IZ-el" as a catchy acronym for "Positive Impact on Student Learning") contains a daily learning target that has an icon of an arrow hitting a bull's eye; a "progressions" section that explains how the candidate will reach the target (accented iconically with a red heart that stands for "How Reach Target"—notice that HRT could be an acronym for "heart" as well, as one of our candidates explained to us while we were piloting this concept); a "What to do if lost" section that is accented with a highway direction sign; and a "How Prove Target Is Reached" component beside its "winner's cup" icon. Not only does this force the instructor to set an important and specific daily learning target for the candidates, but it also leads inevitably to a focused assessment that satisfactorily brings closure to that component of the lesson. Using this material daily on candidates also helps them to internalize the concepts that will drive their planning for positive impact on student learning in field experiences and in their own classrooms later.

Candidates routinely reflect on their lab assignments to determine if they have not only planned for assessment that will adequately measure if the students have reached the learning target(s), but if the students themselves can describe their learning process from target to assessment in their own voice. To review these important steps and to enforce the value of utilizing them during student teaching and afterwards in in-service teaching, at our beginning-of-student-teaching-quarter orientation meeting for our candidates, supervisors, and host teachers, we have introduced the practice of giving some type of memorable visual and even oral reminder. This past quarter we gave out giant multi-colored lollipops with a taped-on circle depicting the icons and question prompts for measuring whether positive impact on student learning has been achieved. Accompanying these was a song sung to the tune of "Howdy Doody" by one of the education associate professors. The power of music and rhyme to aid retrievable memory is well documented.

> Now it's PosISL time,
> Positive Impact time.
> Give me some GLEs;
> Give me assessments, please.
> Now a progression say
> So children find their way.
> Don't let those kids get stuck!
> Learning is more than luck!

Supervisors and candidates themselves are instructed to capture student voice throughout the quarter with the aid of these visual and written prompts. The process is becoming more systematized each quarter.

All elementary-education candidates go through a quarter-long Writing/Reading Workshop process (part of their curriculum and instruction in reading/language arts) that gives them time and opportunity to develop a letter and a puppet script based on natural science facts for the animal/insect/bird/human puppet they have chosen from our curriculum library puppet center. The letter and the script are both candidate- and instructor-assessed using the Washington State WASL writing rubrics for content, organization, and style (COS) and conventions. Not only does this give candidates a very intimate acquaintance with the very assessment tools that will be used to rate their own students' writing at a future date, but it gives them valuable ideas regarding content for developing rigorous reading and writing workshops that will take advantage of the research evidence for introducing more expository material into the classroom. They are constrained to do this by the rules for the workshop, which state that they must search in a certain minimum number of sources including the beautifully illustrated books our curriculum librarian purchases specifically for the purpose of teaching natural science facts to children. If Bruner is correct in his 1982 theoretical assumption that people think in one of two ways—either narrative or paradigmatic—then teachers must intentionally limit the number of books in the narrative genres that tend to rely heavily on fantasy and other forms of creative writing and introduce students to excellent literature in the fact-based genres that will lead to more writing in the expository rhetorical mode. This shift is borne out by findings from the meta-study that produced the Report of the National Reading Panel (NICHD, 2000).

The attractive, instructive visual of our WWU-SEP conceptual framework was drawn from a sketch during a reading and analysis of that document by junior and senior certification candidates in one of the philosophy of education courses two years ago. Every quarter the philosophy groups revisit this document, giving voice to their understanding of its strengths and deficits. The cornerstone concepts of the framework have formed the basis of important quarterly learning target s for syllabi of certificate courses, in tandem with the WACs from the state.

All classrooms used for delivery of teacher certification coursework now have "smart" technology available, which aids in making accessible a wider range of content material. YouTube clips, for example, can be remarkably instructive when one is searching for visual confirmation of the fact that the eyeballs of frogs engage downward to help push food into their throats. Utilizing music to make puppets by or viewing how puppet scripts are staged for maximum utility and engagement of students is another use of the Internet in the classroom.

Another useful adjunct for instruction is the document camera that was recently purchased. Candidates learn how to allow their own students to access technology—having the illustrator from a teacher-chosen heterogeneous learning group bring their visual to the document camera to explain its meaning to the whole group is one use; reading illustrated children's books via the document camera with its zoom lens gives control over discussions of stories; laying student-collected seeds from deciduous and evergreen trees on the camera bed and being able to see incredible details formerly accessible only one by one under a microscope is one of the richer ways to do science with children.

Field Experiences

We have been expanding the period of time the candidate spends in the classroom where he or she will student teach:

a) We have now an orientation-to-student-teaching component (EDUC 476A/B). This course requires candidates to observe the pedagogy, classroom community structure, disciplinary program, and individual student characteristics of their field placement for their capstone course. Typically this happens during the quarter just prior to student teaching, which means that placement for student teaching is now done a year in advance. A handbook has been developed for this purpose, which requires the candidates to extensively review certain sections of the student-teaching handbooks (EDUC 480/481) and respond to their reading with the aid of prompts in the EDUC 476 handbook.

b) We have also started the process of approval of a Practicum (1 cr. hr.) for each of the methods courses—all disciplines. This has been approved by the university curriculum committee and awaits senate approval.

c) Pre-service teachers are required to give the learning targets and show evidence of their pupils progress towards meeting them.

In addition, special attention has been paid to the sections on the "State of Washington Performance-Based Pedagogy Assessment of Teacher Candidates Conceptual Framework" and the "Washington State Code of Professional Conduct for Education Practitioners" in the EDUC 480/481 handbooks. Some of the questions for the former include the following: 1) How do the PPA and Washington state's student learning goals relate to each other? 2) What is one good way to get low-status students involved in learning opportunities? 3) List some specific ways that you incorporate a multicultural perspective into your teaching. Include ideas about "Transformative Academic Knowledge" and "Culturally Responsive Teaching." Why is it not a good thing for teachers to act as though they don't notice physical differences among their students? Some of the prompts for the latter include the following: 1) Summarize [the section regarding privacy and] what this means to you in your own words. 2) Summarize [the section regarding treatment of colleagues] here in your own words, and 3) Rewrite, in your own words, the section pertaining to accepting gifts or favors.

A Professional Educators Advisory Board (PEAB) subcommittee that is currently working on the question of how to raise awareness of and adherence to the WWU-SEP Conceptual Framework has suggested that questions and prompts relative to that document be included in the EDUC 476 Handbook as well. This suggestion will be acted upon at an upcoming PEAB meeting.

In order to more fully prepare for field experiences, particularly the capstone experience, candidates practice writing formal lesson plans that are self- and instructor-scored using the PPA assessment rubric, as well as a 10-point transformative multicultural teaching checklist so they can understand how to personalize lessons for diverse groups of children.

In order to capitalize on iconic literacy, the student-teaching handbook for EDUC 480 has added a second formal lesson-plan choice for candidates, illustrated with the same four icons—the bull's eye target, the heart, the signpost, and the winner's cup—as candidates use daily on the agendas in their teaching-of-literacy courses. This option has become a favorite, particularly since it dovetails with the PosISL (Positive Impact on Student Learning) visual materials and emphasis. (See attached copy)

Candidates also practice brainstorming for and then writing personalized formal lesson plans for students from other countries who do not have English as their first language, who have been traumatized by war and other atrocities, and who have a very different culture from the mainstream culture. They prepare for this by first viewing a powerful video done on the lives of "Lost Boys [and Girls] of Sudan" who have settled in Seattle, Washington.

One new lab opportunity that has proven extremely useful for helping candidates to personalize instruction in reading/language arts is at the local Farm Labor Camp, where many children struggle in reading and writing in English, and even some in Spanish. This lab is offered throughout the year four afternoons per week at an after-school "Academic Fun Club" and Mondays through Friday during the summer until mid-August. Candidates work with one, two, or three students to engage them in reading and writing, using a specially designed lab plan that explicitly addresses the first four components of positive impact on student learning. A revised reflection paper helps direct the attention of the candidate to this all-important area as well. Candidates choose from among a minimum of 32 strategies to help develop reading comprehension, vocabulary, and fluency as they write and implement these plans.

For the labs where candidates specifically observe host teachers in reading and language arts lessons, newly designed lab observation templates prompt them to search for evidence of explicit teaching of phonemic awareness, phonics, vocabulary, comprehension, and fluency. They are also trained to notice if the teaching explicitly informs students of the learning targets; whether a progression of learning was provided in terms of a rubric, checklist, model, flowchart, sample, or other; whether students were cognizant of how to get help if problems developed; and if the students were assessed on the learning target that had been initially provided. They also learn to analyze if the expected amount of learning has taken place, so that decisions about re-teaching or extending the lesson may be made.

A large number of candidates in our program have taken the opportunity to teach overseas in our active student mission program. Some of them teach for a quarter, some for a year, and some for even longer. Although these services are not supervised by our program, the experiences are priceless in terms of giving focus to the candidates as they reflect on what went well for them and what they still want to learn.

P-12 District/School Partnerships

These are the changes that have taken place in the area of district/school partnerships, as well as examples of informal interactions that are strengthening the connections with schools:

a) Locally. There is a new connection has developed with the Children's Home Society that has provided a laboratory opportunity for candidates. Plans are to write a grant proposal to benefit the children of the Farm Labor Camp. Working through a consortium consisting of the Walla Walla University School of Education and Psychology, Walla Walla Children's Museum, Davis Elementary School in College Place, and the Children's Home Society, the initial plan is to fund a field trip from the Farm Labor Camp Outdoor Summer School to the Walla Walla Children's Museum for two hours of interaction with the science and other stations and then to the curriculum library of Walla Walla University for a natural-science puppet show and book reading. Future plans are to fund a two-week summer reading clinic at the Walla Walla University School of Education and Psychology. It is hoped that books and other materials at the excellent children's library in the WWU-SEP, as well as the library at Davis Elementary School, can be utilized more extensively than at present for students at this reading clinic.

b) Internationally. Through the presence of a member of our faculty doing literacy research in Sabah, East Malaysia, the possibilities of partnerships with school at that location are opening.

c) One of our faculty members is volunteering weekly as a tutor at the Farm Labor Camp. This has yielded rich dividends in terms of learning to personally know the needs of many of the students whom the candidates will be teaching in their field placements.

d) Two of our faculty serve on the school board of a private local elementary school. Both of them have situated course labs there in order for candidates to tutor and thus serve the students. A preschool in the building in which the WWU-SEP is housed serves as a lab for the early literacy course and for some psychology courses. Due to recently implemented modifications in the lab timing, this assistance is proving greatly helpful to the preschool director, for now she has time to initiate valuable one-to-one instruction and assessment for the preschoolers.

e) Education faculty often serve as direct supervisors to candidates in student teaching, giving them invaluable opportunities to see first-hand the application of theory and particularly the personalization process. This not only keeps the professors linked to elementary, middle-level, and secondary classrooms, but it strengthens the bonds among professors, candidates, host teachers, and administrators in the district.

f) Local school administrators and teachers, including several of those on the Professional Education Advisory Board (PEAB) routinely serve as course contract teachers in our teacher preparation program, visiting classroom lecturers, and/or host teachers. Candidates get to know these principals, superintendents, and teachers on a more personal basis as they interact with them through questions and answers.

g) For a recent school district bond-proposal election, the participation of personnel in activities and meetings, stronger bonds with district representatives were forged.

h) One of the pre-service teacher candidates from our program recently organized a massive campaign to purchase school and hygiene supplies for elementary and secondary-school students in Sabah, bringing students from a nearby one-room Native-American school to associate with students in 5th and 6th grade classrooms in a local elementary school. All of the students chose supplies, packed them, wrote a personalized letter to the recipient, decorated the envelope, listened to stories about Sabah, and then went out to the playground for some rousing games together.

i) At the beginning of each quarter the unit has a two-hour orientation to student teaching meeting. Candidates about to begin their student teaching, host teachers, and university supervisors attend such meeting. For the last 4 meetings, one of the purposes of this orientation session has been the dissemination of Standard V information and the implication in terms of related materials, activities, and evidence.

j) Faculty regularly visit schools and talk to host teachers to explain what we are doing in connection with Standard V and why we are doing it.

k) Although still in the process of approval, the addition of a 1-credit practicum to each content-specific secondary methods course will provide an avenue to pursue the various criteria of Standard V.

Faculty Development

School of Education faculty consistently take the role of university supervisors. This arrangement is providing in-service for the understanding and application of the Standard V Protocol before observing.

Co-teaching is a being considered as a desirable alternative for candidates to specifically attain Standard V: 1C, 2C, 3B, 3D, and 4B. Several discussions at unit meetings have received a positive feedback on this growing practice. Consequently, three faculty members, one regular and two adjunct, will be attending the two-day workshop to be delivered by St Cloud University trainers at Whitworth University, June 22-23, 2009.

Other faculty development, although more tangential to the specifics of Standard V, are also helping faculty grow. These are a few examples: a) faculty participation in the self-governance system at Walla Walla University, b) Publications and research in the areas of psychology and literacy, c) Participation with students in original puppet scripts and children books d) Involvement in a long-term

study of the Rom in Romania, e) Discussions (including Standard V implementation) in four regular faculty meetings a month, in addition to occasional social gatherings that are fruitful in the flow of ideas.

Meetings attended by Walla Walla faculty where Standard V was part of the discussion:

- IN ACTION-Seattle – January 2007
- OSPI – Renton – February 2007
- OSPI-Gonzaga Workshop on Standard V – September 2007
- OSPI-Gonzaga – March 2008
- WACTE-Leavenworth – July 2008
- OSPI-Lake Chelan – October 2008
- WACTE-Western Washington U – October 2008

2. **In no more than three pages, describe the *process* used to engage program personnel in reviewing, rethinking, and revising the program.**

For the last year, the Standard V has been a regular item for discussion **through virtual communication as well as** in the monthly education unit faculty meeting and at times in the general (education and psychology) meetings and these were the outcomes:

- Discussion on what should the evidence look like.
- In reference to 5.1 'subject matter that integrates mathematical, scientific and aesthetic reasoning,' two basic questions: How can one integrate these components in physical education, or in English, for example? Additionally, if math, science, and aesthetics must be integrated, why not the verbal components—reading, writing, and communication? These are the core of Washington State Learning Goal #1.
- In reference to 5.2, the 'differentiation of instruction' carries a very special connotation to many of our candidates at Walla Walla University. They will need to differentiate not only from student to student but from grade to grade as quite a number of WWU candidates end up teaching in multi-grade settings with two, three, four, or more grades in a single room.
- Standard 5.3, especially as it pertains to the 'collaboration with families and neighborhoods,' presents a highly desirable goal. However, this seems difficult to create in a comparatively limited experience that candidates have with parents and communities.
- Standard 5.4, the professional responsibility part, seems quite difficult to gather evidence. It is not clear what kind of evidence we could present as to their professionalism.
- Expression of the concern that Standard V should not be only focused on student teaching, but on the whole program.

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The Professional Education Advisory Board has also had this item at each of the last 4 meetings. PEAB members have worked in small groups and given ideas to implement Standard V. They have also offered input to the re-approval application that has been reflected in the information given at each of the standards.

A subcommittee of five PEAB members has been working outside the meeting times to study ways to make our conceptual framework more used and further owned by regular faculty, students, and adjunct faculty. We believed that this important aspect will affect positively the implementation of Standard V as well as the overall quality of our teacher preparation program.

3. **In no more than two pages, describe the key strategies by which candidates will develop capacity to analyze and respond to student-based evidence. Please attach three samples of assignments or assessments that represent those strategies.**

Throughout various requirements, assignments, activities, labs and other activities, the following are being emphasized:

a) The idea of reflection has been emphasized. There are reflection pieces for labs and assignments. There are reflection discussions and sharing between candidates.

b) Candidates are being encouraged to collect student-evidence and analyze it to focus their instruction accordingly. This is not only done in their assessment course, but across other courses, activities, and labs.

c) The concept of positive impact on student learning is a heavy emphasis throughout the program and we are emphasizing this through theory and practice. Many assignments contain this as a part of the task and other assignment are exclusively based on the concept of positive impact. The professional portfolio no includes the expectation of including both the theoretical explanation of the concept as well as samples that depict positive impact on student learning.

d) The secondary methods courses will be now clustered in groups of disciplines in a first phase to emphasize the integration across content areas (1C). This has brought a great deal of discussion with faculty of various departments and it is being implemented. The two clusters where students from several disciplines will formally come together are: 1) biology, chemistry, and physics and 2) English, history, and mathematics.

(Three samples are included)

4. **In no more than two pages, describe areas of your revised program that will be a focus of continuing attention and development as you proceed with implementation**.

One of the challenges we are facing is the communication and involvement with adjunct faculty. We have a substantial number of courses and activities conducted by qualified education faculty from the community, but it is often difficult to find effective ways to involve them. Full-time faculty are intending to develop a shell of WACs to suggest for inclusion in the syllabi belonging to courses and practica conducted by contract teachers. This will give the opportunity to meet together with each adjunct faculty and discuss the content and relevance of the corresponding WACs. We realize that social occasions may be more fruitful than calling for meetings or written input and we are planning to organize more activities in that direction.

The implementation of an electronic portfolio (2D) is considered desirable by the unit and steps have been taken to make it part of the regular process. However, this has found some opposition by PEAB members. There are answers to their objections, but we need to continue the dialogue and attention reach a point of satisfaction on all parties.

We will also be looking at the possibility of developing a summer reading clinic in the Curriculum Library (a facility of low-use during summer) to support youth that are struggling with reading. This will strengthen the application of standards 2C and 2D.

Walla Walla has been a strong supporter of the new endorsement in Environmental and Sustainability Education. Now that has been approved, it is our intention to have this processed internally and to submit our application to OSPI. This will be an option to those seeking a primary endorsement and wanting to add this as a special endorsement. This will help create a culture of contextual community in our campus, which is intimately related to 3D.

5. **Please attach a letter from the PEAB chair that describes the PEAB's involvement in reviewing and revising the program.**

(Letter attached)